

Core Question 3: Is the organization effective and well run?

The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the overall effectiveness of the organization. Core Question 3 consists of three indicators designed to measure schools on leadership ability and communication, school level operations, turnaround operator management and facilities.

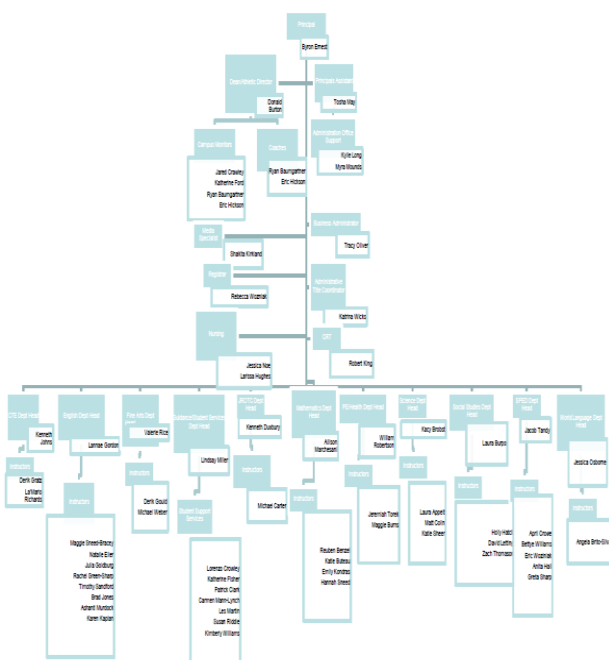
3.1. Is the school leader strong in his or her academic and organizational leadership?		
Indicator Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators with no evidence of a credible plan to address the issues.
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.
3.1 Rating	The school leader <u>Meets Standard</u> on this indicator for 2013-14.	
Sub-Indicators	Sub-indicators	
	Demonstrates sufficient academic and leadership experience	
	Has stable leadership in key administrative positions	
	Effectively communicates with school staff, has clear systems for decision-making and addresses areas of deficiency in a timely manner in accordance with requirements set forth by OEI	
	Abides by all policies, rules and regulations including all applicable federal and state laws	
	Has established clear roles and responsibilities among school staff	
	Engages in continuous process of improvement and makes mid-course corrections if needed	
	Effectively communicates the school's mission and vision to both internal and external stakeholders	

Informs and consults with the school's turnaround operator on key matters impacting the school and fosters a culture of shared accountability.

As the principal of Emmerich Manual High School, Dr. Byron Ernest brings several years of experience and expertise in education. As a former teacher and department head, Dr. Ernest has several years of classroom teaching experience and was named the 2010 Indiana Teacher of the Year. He displayed solid organizational and leadership skills, effectively communicated school staff and members of his administrative team, and created a culture of shared accountability at the school.

Dr. Ernest worked to ensure there were clear systems for decision-making and that areas of deficiency were addressed in a timely manner. He regularly utilized data to make data-driven decisions and encouraged staff as well as students to strive for continuous improvement. He was receptive to feedback from OEI, was an active participant in monthly compliance meetings and always proactive in his approach to improve upon existing systems and processes.

Organizational Chart



Dr. Ernest effectively communicated with CSUSA on numerous matters and worked well with his administrative team to foster an environment conducive to the success of students. While there was effective communication between Mr. Burke and CSUSA, roles and responsibilities between school leadership and CSUSA were, at times, not clearly defined.

Throughout the school year, Dr. Ernest made great strides in his communication with external stakeholders and efforts should continue to communicate the vision and mission of Emmerich Manual High School. The hiring of a community liaison, whom has been extremely active and engaged provided beneficial yielding needed buy-in from community stakeholders.

At the close of the 2013-14 school year, Dr. Ernest left his position as principal to explore other career opportunities. While his departure as well as that of his assistant principal, Don Burton, created a level of instability, the operator worked to ensure that

many of the systems and processes implemented by Dr. Ernest have been institutionalized.

Overall, the school leader presented no concerns and met standard on all sub-indicators, therefore, Emmerich Manual High School **Meets Standard** on this indicator for 2013-14.

3.2. Is the turnaround operator knowledgeable and abides by contract and memorandum of understanding obligations, appropriate policies, systems and processes in its management of the school?		
Indicator Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators with no evidence of a credible plan to address the issues.
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.
3.2 Rating	The turnaround operator Meets Standard on this indicator for 2013-14.	
Sub-indicators	Sub-indicators	
	Effective and regular communication with school leadership	
	Effective and regular communication with the Mayor's Office of Education Innovation	
	Adherence to guidelines set forth in all contracts and memorandums of understanding and abides by applicable federal and state laws;	
	Working with the school leader to establish clear objectives, priorities, goals and holding the school leader accountable for student achievement and performance	
	Holding itself accountable for the performance of the school under its operation	
	Requesting and disseminating information in a timely manner to key stakeholders including but not limited to the school under its operation, Mayor's Office of Education Innovation	
	Engaging the school leader and staff in a manner that is conducive to the success of the school	

At the start of the 2013-14 school year, there were challenges in terms of regular communication and the use of effective channels between CSUSA and the Mayor's Office of Education Innovation. The challenges experienced at the start of the school year were remedied by the operator in a timely manner and communication remained effective throughout the remainder of the school year. CSUSA effectively communicated with school leadership and held Dr. Ernest accountable for the performance of all internal stakeholders—teachers, staff, and students. CSUSA conducted performance evaluations, QUEST team visits and distributed surveys in an effort to gauge progress and performance, and hold leadership accountable.

CSUSA utilized the recommendations and feedback provided by Pensarus Consulting Solutions via the external evaluation to further assess progress.

CSUSA also took into account the feedback and recommendations of the Director of Turnaround Schools to ensure progress towards established goals and objectives. The recommendation from the Director of Turnaround Schools to hire a Regional Director to assist school leadership at the start of the school year was implemented with the hire of Ms. Teresa Brown during the fourth quarter of 2013-14.

CSUSA engaged Dr. Ernest and his administrative team in a manner staff that was conducive to success. As stated in Core Question 3.1, greater autonomy could have been given to Dr. Ernest to make critical decisions as the person leading the day-to-day operations. Nonetheless, the lack of autonomy did not hinder his ability as school leader to ensure staff and students thrived in the environment.

CSUSA worked to adhere to all guidelines set forth in all contracts and memorandums of understanding while also abiding by applicable state and federal laws. CSUSA also worked to disseminate information in a timely manner to key stakeholders and proactively notified the Director of Turnaround Schools of any information delays. The school met standard on all the sub-indicators and **Meets Standard** on this indicator for 2013-14.

3.3. Does the turnaround operator comply with contract and memorandum of understanding obligations, and applicable laws relating to the safety and security of the facility?		
Indicator Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators with no evidence of a credible plan to address the issues.
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.
3.3. Rating	The turnaround operator Meets Standard for this indicator for 2013-14.	
Sub-indicators	Sub-indicators	
	Compliance with all health and safety requirements	
	Ensures the facility is accessible to all students	
	Maintains and updates, as needed, a safety and emergency management plan	
	The facility is well suited to meet the curricular and social needs of the students, faculty, and members of the community	

The facility is secure and provides the necessary personnel to provide a safe environment for all.

In 2013-14, the Emmerich Manual High School facility met all health and safety code requirements and provided a safe environment conducive to learning. The school was accessible to all, including people with physical disabilities. The facility was well suited to meet the curricular and social needs of staff, parents and community stakeholders. While there were challenges during the beginning of the school year in terms of stable security, CSUSA worked to quickly resolve them.

Emmerich Manual High School has clear check-in and out procedures requiring all visitors to be buzzed into the building, a staff member is always present in the main office to greet parents and students, and all visitors are required to stop in the main office upon entry into the facility. The Mayor's Office of Education Innovation's monitoring of Emmerich Manual High School's compliance with all facility requirements did not reveal any significant concerns related to these obligations and any minor concerns observed over the course of the school year were quickly rectified after feedback from the Director of Turnaround Schools. Therefore, the operator **Meets Standard** on this indicator for 2013-14.